The Power of Assessment Webinar Series – Module 3 (Examining Curricular Standards)

Activity #1

With the CCSS emphasizing more student-centered, 21st century learning experiences, how do you see your role as the teacher evolving? If you were to become more of an *instructional coach*:

What do you think would need to be different?

What would/could remain the same?

What small adjustments would you need to make?

Activity #2

Choose either the English Language Arts OR Mathematics Standards provided (or any standards of your choice)

(1) What requisite background knowledge do students need in order to be successful in meeting these standards in a timely manner?
(2) What words might need redefining?
(3) What key terminology must I teach up to?
(4) What would you have students do in order to demonstrate proficiency/mastery?

Activity #2

Authentic Application of Knowledge & Skills	**Inquiry-Based Learning**
Hands-on/Discovery-based Learning	**Alternate/Multiple Representations of Learning**
Collaborative Teams	**Using Technology as a *means* and *end***

1. Which of the six areas of NEW EMPHASIS have you already utilized as part of your regular instructional routines? Reflect on how you might enhance your effectiveness with that aspect/strategy.

2. Which of the six areas of NEW EMPHASIS that you currently do not utilize is most intriguing to you? What caught your initial attention and how can you see yourself using it in your curricular areas/grade level?

References

- 21st Century Skills: Rethinking How Students Learn (Solution Tree), edited by James A. Bellanca and Ron Brandt.
- Ahead of the Curve: The Power of Assessment to Transform Teaching and Learning (Solution Tree), edited by Doug Reeves.
- The Leader's Guide to 21st Century Education by Ken Kay and Valerie Greenhill.
- Teaching & Assessing 21st Century Skills by Robert Marzano & Tammy Heflebower
- Ten Things that Matter from Assessment to Grading by Tom Schimmer.
- Classroom Assessment for Student Learning: Doing it Right – Using it Well by Rick Stiggins, Jan Chappuis, Judy Arter, and Steve Chappuis.
- Seven Strategies of Assessment for Learning by Jan Chappuis

Text Types and Purposes

CCSS.ELA-Literacy.W.8.1 Write arguments to support claims with clear reasons and relevant evidence

- CCSS.ELA-Literacy.W.8.1a Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- CCSS.ELA-Literacy.W.8.1b Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- CCSS.ELA-Literacy.W.8.1c Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- CCSS.ELA-Literacy.W.8.1d Establish and maintain a formal style.
- CCSS.ELA-Literacy.W.8.1e Provide a concluding statement or section that follows from and supports the argument presented.

Understand and apply theorems about circles

CCSS.Math.Content.HSG-C.A.1 Prove that all circles are similar.

CCSS.Math.Content.HSG-C.A.2 Identify and describe relationships among inscribed angles, radii, and chords. *Include the relationship between central, inscribed, and circumscribed angles; inscribed angles on a diameter are right angles; the radius of a circle is perpendicular to the tangent where the radius intersects the circle.*

CCSS.Math.Content.HSG-C.A.3 Construct the inscribed and circumscribed circles of a triangle, and prove properties of angles for a quadrilateral inscribed in a circle.

CCSS.Math.Content.HSG-C.A.4 (+) Construct a tangent line from a point outside a given circle to the circle.

Authors: National Governors Association Center for Best Practices, Council of Chief State School Officers
Title: Common Core State Standards for Math
Publisher: National Governors Association Center for Best Practices, Council of Chief State School Officers, Washington, D.C.